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ABSTRACT

Career guidance techniques in this package focus on the competency area of working relationships. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves the use of activities designed to enable learners to identify and understand the working relationships associated with various occupations. The 10 sample activities presented are titled: "Identifying Nonverbal Messages," "The Relationship Scale," "The Assembly Line," "The Influence of Working Relationships on Job Choice," "Observing Working Relationships," "Occupational Alliances," "Consensus Seeking and Problem-Solving," "Identifying Unique Communication Techniques," "Jargon Game," and "Role-Playing." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

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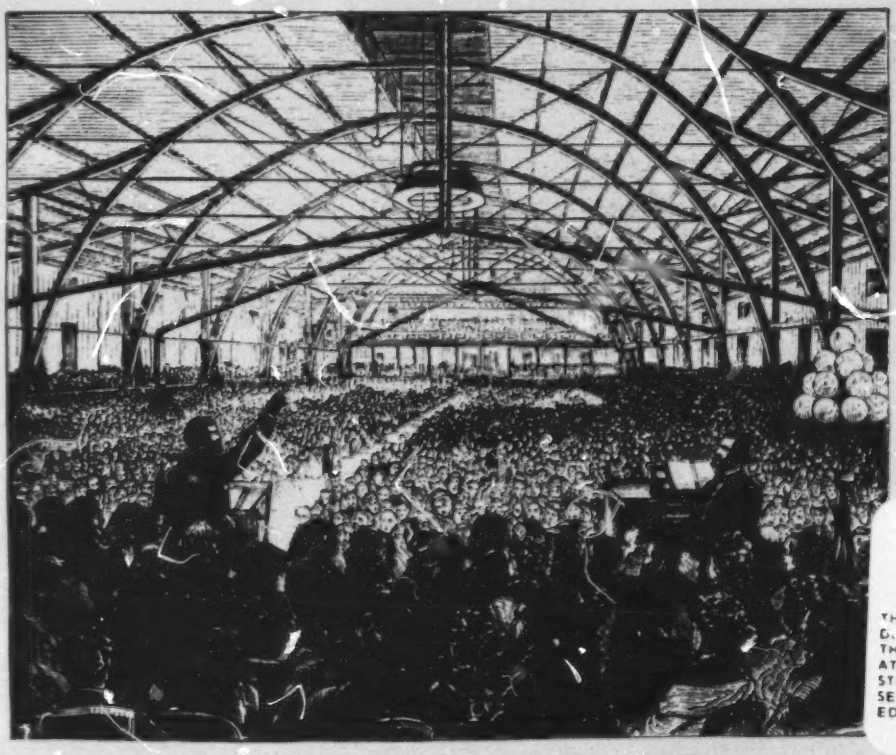
CG-0005-WR

ILS

INDIVIDUALIZED LEARNING SYSTEMS

for: Career/Vocational Education
Staff Development

CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS



WORKING RELATIONSHIPS

Teacher Competency:
Enable learners to identify and understand the working relationships associated with various occupations.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 009 529

WORKING RELATIONSHIPS

CG-0005-WR

EIGHT BASIC CAREER GUIDANCE COMPETENCIES FOR TEACHERS

- Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
- Enable learners to aquire and apply decision-making skills.
- Enable learners to discover the interactions among life roles, personal life-styles, and occupational choices.
- Identify and use school and community resources which will assist the learners in their career development.
- Enable learners to identify and understand the differences in working relationships associated with various occupations.
- Provide the learner with occupational information.
- Work with the learner to involve parents in the learner's career development.
- Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

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CAREER GUIDANCE TECHNIQUES
FOR
CLASSROOM TEACHERS

- VALUING
- DECISION-MAKING
- LIFE-STYLE
- COMMUNITY RESOURCES
- WORKING RELATIONSHIPS
- OCCUPATIONAL INFORMATION
- PARENTAL INVOLVEMENT
- TESTS

This package of career guidance techniques focuses on one of eight basic career guidance competencies that were identified and validated as needed by teachers as they assist in the career development of their students. A total of eight packages are available--one in each of the above eight competency areas.

The sample activities presented here and those which you will add will enable students to obtain a better understanding of themselves, gather information which will help them determine more clearly where they might go with their life and improve their career decision-making skills. In short, each competency provides additional dimensions to the students' every-changing, every-growing career development.

You, the teacher, are the key to this dynamic process. Through your expert help, knowledge and skill--through guidance in your classroom--students can:

- come to know themselves and their capabilities
- gain control and improve their confidence
- improve their career decision-making
- gain a perspective of things learned and done and things to learn and do
- determine the resources they need to achieve multiple goals

The additions you make to the system, blended with the basics provided in these competencies, will provide for needed student growth.

INTRODUCTION

TEACHER COMPETENCY: Enable Learners to Identify and Understand the Working Relationships Associated with Various Occupations

Many people understand the need for skill training, self awareness, and job search techniques in getting a job; but few consider the importance of working relationships in keeping a job and being satisfied with it. Few workers can function completely independent of others. Many forms of working relationships are needed: dependence, social, territorial, etc. Some people work in constant contact with others, some do not. But few of us exist in isolation. We often need consensus-seeking skills if we are to grow in a group situation.

We cannot overemphasize working relationships. Two-thirds of those who are fired or quit have relationship problems.

The following activities will help the students:

a. state major communicative techniques used by people in various occupations.
b. define entry level communicative skills needed for different strata within an occupation.
c. define entry level communicative skills needed for various occupational clusters.
d. understand how interpersonal techniques affect working relationships.
e. see how a person's values and lifestyle affect their role as a worker and their relationship throughout an organization (or group, or class).
f. demonstrate how a person's knowledge of working relationships in various occupations is vital to improved career decision-making.

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Nonverbal communication activities.

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Activity 3 — THE ASSEMBLY LINE.
Demonstrating personal needs in working relationships.

Activity 4 — THE INFLUENCE OF WORKING RELATIONSHIPS ON JOB CHOICE.
Exploring relationships in different occupations.

Activity 5 — OBSERVING WORKING RELATIONSHIPS.
Practice in observing.

Activity 6 — OCCUPATIONAL ALLIANCES.
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Activity 7 — CONSENSUS SEEKING AND PROBLEM-SOLVING.
Exploring group consensus techniques

Activity 8 — IDENTIFYING UNIQUE COMMUNICATION TECHNIQUES
Verbal and nonverbal.

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Activity 10 — ROLE-PLAYING.
The use of observed techniques.

DESCRIPTIVE ACTIVITY TITLE: Identifying Messages in Nonverbal Communication

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE X Any

GROUP SIZE: Any

TIME REQUIRED: One period

GOALS: To understand verbal and nonverbal communication techniques in various occupations.

PROCESS:

1. Use construction paper for a collage.
2. Cut pictures from magazines and paste them up to depict nonverbal communication. 15 minutes. No discussion.
3. Pass your collage to the second person on your right.
4. That person explains what you are communicating.
5. You correct any errors.

DESCRIPTIVE ACTIVITY TITLE: The Relationship Scale

GRADE LEVEL: ___ JH
X HS
X PHS

ADAPTABLE TO:
___ FA ___ Sci.
___ LA ___ SS
___ M ___ V
___ PE X Any

GROUP SIZE: Any

TIME REQUIRED: Open

GOALS: To understand what occupations lend themselves to close relationships and what occupations promote impersonal, conversational relationships.
Identify relationship levels inherent in each occupation.
Decide where each occupation is on the Relationship Scale.

MATERIALS REQUIRED:

PHYSICAL SETTING

Classroom

PROCESS:

1. Read and understand the following Relationship Scale:
   a. Interpersonal and highly confidential relationships
   b. Personal interaction and relationships
   c. Friendly and general conversation
   d. Casual talk and discussion
   e. Short question and answer responses
   f. Seldom responding
   g. No human interaction.
2. List 10 occupations you are interested in.
3. What levels of relationships would each of the 10 foster?
4. Check with DOT, Occupational Outlook Handbook, or interview or observation or by other means see if your choices are correct.
5. Write specific activities of each occupation that would support the level of relationship you have indicated.

DESCRIPTIVE ACTIVITY TITLE: The Assembly Line

GRADE LEVEL: X JH
X HS
PHS

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE X Any

GROUP SIZE: Open

TIME REQUIRED: 5 days

GOALS: To learn that different occupations are suited to different human needs and temperaments. Some jobs require the ability to work alone, others the ability to work with others.
Students will understand and be aware of the differences in working alone or on an assembly line with others.

MATERIALS REQUIRED:

Envelopes & Paper

Tokens

PHYSICAL SETTING:

Classroom

PROCESS:

1. Set up situations to produce envelopes. Some people will work alone, others on an assembly line. Name a few people to ensure quality control. Two or three others will work as an employment agency.
2. Each group or person designs an envelope and submits it to quality control for approval. When approved, production may start.
3. Quality control discards unsuitable envelopes.
4. At the end of each work period, students are paid (whatever the students decide). It is important the students be in control of production.
5. This activity could involve three to four days, with the fifth day for evaluation. Students tell how they felt, what work incentives they had, etc. The teacher serves as consultant and moderator.

DESCRIPTIVE ACTIVITY TITLE: The Influence of Working Relationships on Job Choice.

GRADE LEVEL: X JH, X HS, X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE X Any

GROUP SIZE: Min. 5

TIME REQUIRED: Open

GOALS: Learn how environment and working relationships can influence occupations.
Identify working relationships associated with occupations.

MATERIALS REQUIRED

PHYSICAL SETTING

PROCESS:

Research shows that more people are fired for not being compatible than because they cannot do the job. It is probably that job knowledge may not be as important as communication, perception, or human interaction. Your work role is not isolated from your home life, religion, social life, or philosophy. You perform according to how you perceive yourself in your work role, and your work role is influenced by your environment.

1. Divide into groups of five.
2. Each person writes 5 occupations across the top of a sheet of paper.
3. Under each occupation list factors that may be influential in that occupation. (Allow about ten minutes.)
4. After the lists are completed, each person tells what is on their list.
5. The group then discusses the occupations and adds additional facets as suggested by others.
6. Each person pick an occupation that he would accept and one that he would reject, and gives his reason.
7. Examples of factors that give and receive influence:

a.	Acquaintances at work	h.	Income
b.	Leisure activities	i.	Health, emotional and physical
c.	Feelings of worth	j.	Communications, verbal and nonverbal
d.	Ethics and values	k.	Hours or length of work year
e.	Appearance	l.	Preparation
f.	Family responsibilities	m.	Fringe benefits
g.	Mobility and residence	n.	Atmosphere, quiet or noisy

DESCRIPTIVE ACTIVITY TITLE: Observation of Working Relationships

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Open

TIME REQUIRED: 2 days

GOALS: The student will be able to identify communication techniques and working relationships inherent in three jobs in a specific subject area.

MATERIALS REQUIRED

PHYSICAL SETTING

PROCESS:

1. Students will go into the business community and observe (do not ask) three workers, (one or more businesses) in three different jobs related to their own interest or subject area. Look for the following:
   Communication between worker and customer, verbal and nonverbal.
   Communication between workers, verbal and nonverbal.
   Jargon for the job.
   Working skills needed.
   Personal characteristics which were helpful to or detracted from service.
   Appearance.
   Importance of job.
2. Students share observations with the class. Demonstrate if you are not too inhibited.

DESCRIPTIVE ACTIVITY TITLE: Occupational Alliances

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE X Any

GROUP SIZE: Open

TIME REQUIRED: 1 hour

GOALS: To understand that most people on jobs are expected to maintain and develop working relationships with others.

MATERIALS REQUIRED -

PHYSICAL SETTING

Classroom

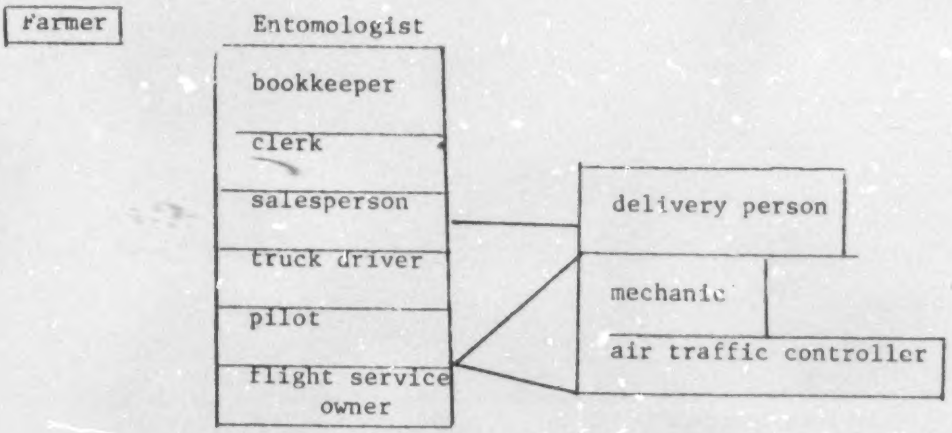
PROCESS:

1. There are situations where several nonrelated occupational areas might form working relationships because of an incident. In discussion, develop such a situation using 10-12 jobs.
2. List these jobs on the chalkboard and ask the students to each develop such an incident. They are to write this incident on paper and draw a chart showing who involves whom.
3. After 30 minutes, discuss the incidents developed and the relationships formed because of them.

Sample: A farmer decides to spray for potato bettles. He consults with an entomologist for types of sprays. The salesperson directs a delivery person to place the spray in a truck. The truck driver and farmer go to an airport to check with a pilot who will do the spraying. The pilot checks with his mechanic on the preparation of his plane. Upon readiness, the pilot talks with an air traffic controller in the control tower for directions in takeoff. Upon completion of the job, the farmer pays for the job to the flight service owner.

WORKING RELATIONSHIPS

FLOW CHART:



DESCRIPTIVE ACTIVITY TITLE: Consensus Seeking and Problem-Solving

GRADE LEVEL: ___ JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: 5-12

TIME REQUIRED: 1-1/2 hrs.

GOALS: To teach effective consensus-seeking behaviors in task groups.

To explore relationships between a person's involvement with issues and problem-solving.

MATERIALS REQUIRED

Pencils
Copies of 1 of the following forms (select form for the task or makeup of group):

1. Life Crises Worksheet
2. Community Leader Worksheet
3. Being a Teenager Worksheet
4. Trustworthiness of Occupations Worksheet
5. Whom to Leave Behind Worksheet
6. Dating Preference Worksheet
7. Values of Young People Worksheet

PHYSICAL SETTING

Small groups seated around tables, far enough apart not to disturb each other. Lapboards or desk chairs may be used.

PROCESS:

1. Explain the exercise. Hand out worksheet. Students rank-order the items according to the instructions on the form. Participants work independently during this phase. (It may be desirable to read the instructions aloud). 10 minutes.

2. Divide into groups. Each group gains consensus on the ranking. There must be substantial agreement (not necessarily unanimity) on the rank of each item.
Three ground rules:
--No averaging
--No "majority rule" voting
--No "horse-trading"

Suggestions for achieving consensus:

a. Avoid arguing to win as individuals. You are seeking the best collective judgment of the group.
b. Conflict on ideas, solutions, predictions, etc., is a help not a hindrance.
c. You solve problems best when each member accepts responsibility for both hearing and being heard so that everyone is included in what is decided.
d. Tension-reducing behaviors can be useful so long as meaningful conflict is not "smoother over" prematurely.
e. Each member has the responsibility to monitor the process through which work gets done and to initiate discussions of process when the work is becoming ineffective.

f. The best results flow from a fusion of information, logic and emotion. Value judgments about what is best include members' feelings about the data and the process of decision-making.

The teacher should stress that the groups should work hard to be successful. This phase should take about thirty minutes.

3. If the form used has a set of "right" answers, these are read aloud or posted by the teacher. The score is the sum of the differences between what the correct rank is for each item and how it was ranked in the exercise. (Make all the differences positive and add them up). Students are directed to derive the following statistics for each group: range of individual scores, average of individual scores, score for group consensus, and the difference between the average and the group consensus score.

4. Groups debrief the processes that emerged during the consensus-seeking phase. Discussion questions such as the following might be read by the facilitator, posted or handed out, or used by process observers:

--What behaviors helped the consensus-seeking?
--What behaviors impeded the process?
--What pattern of decision-making occurred?
--Who were the influential members? How?
--How did the group discover and use its information resources?

* * * * * * * * *

The teacher may choose to end activity at this point if the group is younger. Scoring is more appropriate for adult groups.

5. Scoring

Groups are brought together to publish outcomes. If there were "right" answers, summary statistics from each group are posted on a chart such as the following:

OUTCOME	Group 1	Group 2	Group 3
Range of Individual Scores			
Average of Individual Scores			
Score for Group Consensus			
Increment for Consensus-Seeking			
Synergy			

(In this context, synergy is defined as the consensus score being lower than the lowest individual score in the group.)

If the form does not have an answer key, the following type of chart can be used to post outcomes:

Item	Group 1	Group 2	Group 3	Row Sum	Consensus Estimate
1. (Abbrevi.)					
2.					
3.					
(etc.)					

(Abbreviate the items as labels, post the consensus rank of each group, sum across each row, and rank these sums vertically. This final ranking represents the best estimate of the consensus that would be derived if all groups combined would have done the task together.)

6. The facilitator leads a discussion of the statistical results. He explains the concept of synergy in reference to decision-making groups.

ANSWER KEYS TO FORMS

I. LIFE CRISES:

First Level	Second Level	Third Level
1. K	4. L	10. F
2. B	5. J	11. I
3. G	6. H	12. C
	7. D	
	8. E	
	9. A	

II. DATING PREFERENCES:

First Level	Second Level	Third Level	Fourth Level
1. J	3. G	7. I	12. H
2. K	4. B	8. A	
	5. D	9. F	
	6. E	10. C	
		11. L	

III. TRUSTWORTHINESS OF OCCUPATIONS:

1. Physicians
2. Clergymen
3. Judges
4. psychologists
5. College professors
6. Lawyers
7. Law enforcement officials
8. TV news reporters
9. Executives of large corporations
10. U.S. Army generals
11. TV repairmen
12. Auto repairmen
13. Labor union officials
14. Politicians
15. Used car salesmen

IV. VALUES OF YOUNG PEOPLE:

The items on this form are already in the correct order. (This fact is rarely discovered by participants, but it is important that it be kepy highly secret until the scoring phase).

The worksheets were developed by various persons. The "Life Crises," "Dating Preferences" and "Community Leader" forms were developed by Don Keyworth, Drake University, Des Moines, Iowa. The "Trustworthiness of Occupations" and "Whom to Leave Behind" worksheets were written by John J. Sherwood, Purdue University, Lafayette, Indiana. John Jones, Tom White, Mary Carson and Bud Rainbow (the latter three from the Cedar Rapids, Iowa, public schools) worked on the "Values of Young People" form. "Being a Teenager" was written by Ann Dew and Suzanne Pavletich, Southeast Junior High School, Iowa City, Iowa.

LIFE CRISES WORKSHEET

Introduction: Some events in our lives require significant personal and social readjustment. A recent survey asked people to rate these life crises as to the amount of readjustment they require: MAJOR, MODERATE, MILD. (Psychology Today, April 1972, pp. 71-72 and 106.)

Instructions: Rank each of the following crises events according to your estimation of how the people surveyed regarded the intensity of the event. The number of spaces given in each rank indicates the number of items to be placed there. Place the letter corresponding to each of the items in the list below in the blanks under each level.

Crisis events to be ranked under the three levels:

A. foreclosure of mortgage or loan
B. divorce
C. vacation
D. personal sex difficulties
E. death of close friend
F. son or daughter leaving home
G. personal injury or illness
H. pregnancy
I. change in residence
J. fired at work
K. death of spouse
L. marriage

First level: MAJOR	Second Level: MODERATE	Third Level: MILD
1. _____	4. _____	10. _____
2. _____	5. _____	11. _____
3. _____	6. _____	12. _____
	7. _____	
	8. _____	
	9. _____	

COMMUNITY LEADER WORKSHEET

Instructions: Below is a list of characteristics which might be used to describe a community leader. Your task is to select from this list the five characteristics which you feel are the most important for a community leader and to rank the five characteristics in order of importance (1 is most important; 5, least important).

Which five of the following characteristics are most important for a community leader?

_____ initiative

_____ interest in people

_____ well organized

_____ awareness of local politics

_____ intelligence

_____ emotional stability

_____ cultural interests

_____ loyalty to community

_____ generalized experience

_____ specialized experience

_____ sense of humor

_____ good socializer

_____ respect in community

_____ financial independence

_____ physical health and vigor

_____ grasp of local issues

BEING A TEENAGER WORKSHEET

Instructions: You are asked to rank the following statements. Place a number "1" to the left of the statement you decide is the most correct about teenagers. The next most correct statement would be number "2," and the least correct would be marked as number "8."

_____ A. The opinions of teenagers are equally as important as those of their parents.

_____ B. If there are any changes or reforms made in society, they will come from today's vocal teenagers, rather than from adults.

_____ C. Being a teenager is a safe age--you aren't expected to behave like an adult, but you aren't treated like a child.

_____ D. Advice from friends is worth more than advice from parents.

_____ E. Being a teenager has its advantages and disadvantages, just like any other age group.

_____ F. Time is the only thing in a teenager's favor. If you can just wait out the years until you are twenty, then it will be easy going.

_____ G. This country will be better off if today's teenagers will end up being like their parents.

_____ H. What teenagers really want is to be able to voice their opinions and make their own decisions.

TRUSTWORTHINESS OF OCCUPATIONS WORKSHEET

Instructions: In 1971, a study was conducted at the University of Connecticut concerning attitudes toward the trustworthiness of twenty occupations. About 400 persons rated the various occupations according to the following instructions: "In their dealings with the public, can members of this occupation usually be counted on to tell the truth to the best of their knowledge, regardless of the reason? If you think they may deliberately lie or twist or distort the truth, it is not important for this rating what their reasons are." In spite of differences in age, occupations, sex, education and locale of the raters, the respondents were remarkably similar in their assessments of the trustworthiness of the various occupations.

Below is a list of 15 occupations included in this study. Your task is to rank these 15 occupations in the same order of trustworthiness as the sample of 400 persons did. Place the number 1 by the occupation you think was ranked as the most trusted. Place the number 2 by the second most trusted occupation, and so on through the number 15, which is your estimate of the least trusted of the fifteen occupations.

_____ executives of large corporations

_____ college professors

_____ U.S. Army generals

_____ clergymen

_____ used car salesmen

_____ physicians

_____ labor union officials

_____ lawyers

_____ auto repairmen

_____ law enforcement officials

_____ judges

_____ politicians

_____ TV repairmen

_____ psychologists

_____ TV news reporters

WHOM TO LEAVE BEHIND WORKSHEET

Instructions: The ten persons listed below have been selected as passengers on a space ship for a flight to another planet because tomorrow the planet Earth is doomed for destruction. Due to changes in space limitations, it has now been determined that only seven persons may go. Any seven qualify.

Your task is to select the seven passengers. There are therefore three persons now on the list who will not go. Place the number 1 by the person you think should be removed first from the list of passengers; place the number 2 by the person you think should be removed second from the list; and finally, place the number 3 by the person you think should be removed third from the list. Choose only three. These are the three persons who will not make the trip. They are to be left behind.

_____ An accountant

_____ The accountant's pregnant wife

_____ A liberal arts coed

_____ A professional basketball player

_____ An intelligent female movie star

_____ A Negro medical student

_____ A famous novelist

_____ A biochemist

_____ A 70-year-old clergyman

_____ An armed policeman

DATING PREFERENCES WORKSHEET

Introduction: Periodically over the last decade, Harvard men have been asked to rate the standards by which they choose girls for dating. They were asked to describe each characteristic as: ESSENTIAL, HELPFUL, MAKES NO DIFFERENCE, or UNDESIRABLE. (Psychology Today, January 1972, pp. 65-68.)

Instructions: Rank each of the following characteristics according to your estimation of their importance to Harvard men. The number of spaces given in each rank indicates the number of items to be placed there.

List of characteristics to be ranked under the four levels:

A.	religious	G.	effervescent personality
B.	well-dressed	H.	unconventional life-style
C.	altruistic	I.	good reputation
D.	intellectually sophisticated	J.	good conversationalist
E.	sexually liberated	K.	sexually attractive
F.	socially equal	L.	quiet personality

First Level: ESSENTIAL

1. _____
2. _____

Second Level: HELPFUL

3. _____
4. _____
5. _____
6. _____

Third Level: MAKES NO DIFFERENCE

7. _____
8. _____
9. _____
10. _____
11. _____

Fourth Level: UNDESIRABLE

12. _____

VALUES OF YOUNG PEOPLE WORKSHEET

Instructions: In February 1973, a study was conducted in the family life classes of the Cedar Rapids, Iowa, public schools concerning the values of young people. A representative sample of about 800 Grade 8 students was selected to rank-order the following 18 topics in terms of their own value systems. They were asked to place a "1" in front of the item that held the most value for them, a "2" beside the next most valuable item, etc., through "18," least valuable. The responses of these young people were tallied, so that there is a set of "correct" answers for them.

Your task is to rank the items in the way you believe that this group of young people did. You are to try to empathize with the hypothetical "average" eighth-grader and to indicate what you believe would be his or her value priorities. This is not your value ranking, but your assessment of theirs. This task should take 10-15 minutes.

_____ freedom	_____ an exciting life
_____ a world at peace	_____ equality
_____ happiness	_____ a world of beauty
_____ true friendship	_____ a comfortable life
_____ family security	_____ a sense of accomplishment
_____ self-respect	_____ salvation
_____ wisdom	_____ national security
_____ pleasure	_____ inner harmony
_____ mature love	_____ social recognition

DESCRIPTIVE ACTIVITY TITLE: Identifying Communication Techniques.

GRADE LEVEL: ___ JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE

GROUP SIZE: Open

TIME REQUIRED: 30 min.

GOALS: To understand and identify verbal and nonberbal communication techniques in some occupations. Students will display or give some verbal communications and display some nonverbal communications.

MATERIALS REQUIRED

PHYSICAL SETTING

PROCESS:

Just as each nation has a specific language, so does each occupation. Some occupations need a special language. Generally this includes certain words and phrases that are verbal. In other occupations a nonberbal skill is required, where there is a high noise factor, for instance, or distance prevents the use of sound.

1. Have students write down examples of special language, as many as possible in a predetermined time.

   Examples:

   a. Get the lead out.
   b. Burn it.
   c. Stir it on a short stack.
   d. Rye on the rocks.
   e. One to go.
   f. Waving arms.

2. Discuss.
3. Repeat for nonverbal communications used at home or at work.
4. Have students give or show an example of verbal or nonverbal communications and have the others guess what the occupation is.

WORKING
RELATIONSHIPS
Activity # 9
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DESCRIPTIVE ACTIVITY TITLE: Jargon Game

GRADE LEVEL: X JH
X HS
PHS

GOALS: Students will be able to identify jargon of several job areas.

ADAPTABLE TO:
FA Sci.
LA SS
M V
PE

MATERIALS REQUIRED

PHYSICAL SETTING

GROUP SIZE: 15

TIME REQUIRED: 40 min.

PROCESS: (Based on Dictionary Game)

Three teams of 5 each.

1. Each team thinks up five actual jargon terms from job areas. The team is then to include the actual definition and four false definitions. i.e., Gandy-dancer:
    1. railway track worker
    2. night club entertainer
    3. a type of puppet
    4. custodian at a dairy
    5. worker in a candy factory.
2. The team leader reads all of the definitions. Members of the other teams are to write down the one they feel is correct without consultation or comment.
3. Tell the correct answer.
4. At the end of a round, tally the number of correct guesses by teams. Highest number of correct guesses is the winning team.

DESCRIPTIVE ACTIVITY TITLE: Role-Playing Working Relationships

GRADE LEVEL: X JH
X HS
X PHS

ADAPTABLE TO:
___FA ___Sci.
___LA ___SS
___M ___V
___PE _X Any

GOALS: To understand nonverbal communication techniques in various occupations.

MATERIALS REQUIRED

PHYSICAL SETTING

GROUP SIZE: Open

TIME REQUIRED: 40 min.

PROCESS:

1. Each person will observe some person at his or her job and record nonverbal communications used.
2. Talk with that person to learn about and understand the nonverbal communication.
3. Students report to class.

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